

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

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|------------------------------|--|-------------------------|--|
| Course Number: | SW 383R | Instructor: | Robin M. Smith, LCSW- S |
| Course Unique Number: | 60990 | Contact info: | robinsmith@austin.utexas.edu , 512-825-5308 |
| Semester: | Fall 2024 | Office Location: | 420 Walter Webb Hall (WWH) All Zoom meetings will use this link: https://utexas.zoom.us/j/2900112569 |
| Class time/place: | Thursdays 8:30 am to 12:15 pm in Mezes 1.212 | Office Hours: | Thursdays after class or by appointment |

Social Work Practice I

I. Catalog Description

This course introduces students to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities. Taken in conjunction with Field I (Practicum I), this course introduces the generalist approach in social work practice to prepare students to work with a variety of client systems, including individuals, families, groups, organizations, and communities. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384R, or graduate standing and consent of instructor or the graduate adviser.

II. Course Overview

Students in Practice I are introduced to knowledge, skills, values, and cognitive and affective processes that support learning about engagement, assessment, intervention, and evaluation in social work practice. Student learning of social work practice is grounded in antiracist and anti-oppressive perspectives to understand and meet the needs of clients and client systems with multiple marginalized social identities. Through use of self-reflection and collaborative learning, this course provides students with foundational knowledge and skills in ethical practice, decision making, and cultural humility, which they will continue to develop and apply as emerging social work professionals.

III. Standardized Course Objectives

Upon completion of this course, students will be able to:

1. Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics and learn to use supervision and consultation to support/guide ethical practice;
2. Cultivate and practice self-awareness by examining personal values and implicit biases to inform ethical use of self in social work practice;

3. Demonstrate capacity to develop and maintain purposeful collaborative partnerships with multiple levels of client systems, agency staff, other professionals, and community members, applying cultural humility and a strengths-based perspective
4. Develop effective communication skills for rapport-building in order to provide goal-aligned and ethical services to diverse individuals, families, groups, organizations, and communities;
5. Demonstrate an understanding of the impact of organizational and community context on service delivery through an in-depth analysis of the student's assigned internship agency;
6. Demonstrate knowledge of both the positive and adverse impacts of the roots and major developments of the social work profession and its commitment to promote social, racial, economic, and environmental justice for historically and currently marginalized and oppressed groups;
7. Apply foundational theoretical frameworks through a multidimensional case assessment to identify client goals, and assess, implement, and evaluate interventions that enhance client system strengths, capacities, assets, and resources;
8. Recognize the influence of intersectionality and the positionality of both the social worker and the client on engagement, assessment, intervention, and evaluation at all levels of practice;
9. Explore the application of evidence-based and culturally attuned knowledge to evaluate and improve practice, policy, and social service delivery.

IV. TEACHING METHODS

I employ a variety of teaching methods in this class with an emphasis on experiential learning (for example, role plays and small group discussions and activities) for the purpose of building skills and confidence. The foundational nature of the course requires a didactic approach as well, so I also use PowerPoint lectures and guest speakers. To get the most out of this class, you must be willing to show up, participate, take risks and go out of your comfort zone sometimes. Please meet with me after class or by appointment to continue any class discussion, talk about career opportunities or whatever is on your mind. I welcome your questions and informal feedback and the chance to get to know you better as an individual.

Using Canvas is essential to navigating the course material. Canvas is a Web-based course management system with password-protected access at <http://canvas.utexas.edu> and is used for posting, submitting and evaluating assignments. Readings not found in the required text and all assignment guidelines and grading rubrics can be found in Canvas. You can access Canvas Help 24/7 by calling 855-308-2494. Please set notifications in Canvas so that you receive class announcements and updates as soon as they are posted. Thank you!

V. REQUIRED TEXT

A. Hepworth, D. H., Vang, P.D., Blakey, J.M., et al. (2022). *Direct social work practice: Theory and skills* (11th ed.). Cengage Learning, Boston, MA. (See Canvas for online purchase or rental options.)

B. Articles, podcasts and/or short videos are assigned weekly to supplement readings from the text. These required, supplemental materials can be found under *Modules* on Canvas, organized by the week they are assigned.

VI. COURSE REQUIREMENTS

A. Participation (20%)

Experiential learning is a significant part of skill and knowledge acquisition in this course, so you'll get the most out of it by attending every class. Also, "suing up and showing up" is an important life hack; you can accomplish a lot in life and your career by showing up on time ready to go! Full credit is earned by attending class consistently and on time, completing the required prep material each week and fully participating in class discussions and activities. **Note:** Participation credit includes how you engage in the self-assessment process (see section Self-Assessment Guide for Smith Cohort on pages 11 and 12, below).

Absences: I do not excuse absences, so it is up to you to decide whether missing a class is worth the impact it will have on your learning. I do ask that you email or text me if you'll be absent, tardy or leaving early in the spirit of professional accountability and staying connected. If you experience a prolonged illness or extended family emergency, let me know so we can discuss your needs and how to proceed. I recommend you track your participation throughout the semester so you can provide an accurate self-assessment at the end of the semester.

B. Two Quizzes (20%)

To reinforce key concepts from the readings, you will complete two quizzes outside of class, one at mid-semester and one at the end of the semester. Each quiz will be made up of short answer/essay-type questions and will cover the readings assigned up to the quiz due date. **Quizzes with guidelines for completion will be posted in Canvas one week prior to the due date.**

C. Agency Analysis (20%)

To better familiarize you with your field agency, and to strengthen your critical thinking about social work at the organizational level, you will put together an analysis of your field agency's structure and ability to meet diverse clients' needs. Guidelines with grading rubric and due date can be found in Canvas.

D. Video Role Play Project (20%)

This assignment will help you improve your interviewing and assessment skills, as well as improve your self-awareness and ability to give and receive feedback. Guidelines with grading rubric and due dates can be found in Canvas. This project has two parts:

- 1) **Video & Feedback Participation:** You will pair up with another student in the class and prepare and record a 20-minute role-play or real-play. The role play or real play must demonstrate an *assessment* interview. You will then show a 5-minute clip of your video to a small group from our class, and exchange feedback with members of your group. Sign up for video times will be done through Prof. Smith closer to the date of the feedback groups (see course schedule, below).
- 2) **Write-up:** You will also complete a single-spaced one-page report on your "client", plus a short reflection paper on your assessment interview and what you learned.

E. Client Assessment with Case Analysis (20%)

To continue to strengthen your ability to gather, analyze and synthesize client data, you will choose a client from your caseload in field and complete a biopsychosocial-spiritual assessment on that client. To improve your ability to connect private troubles with public issues and utilize professional use of self, you will also complete an analysis of the case. Guidelines with grading rubric and due date can be found in Canvas.

VII. COURSE GRADING

To increase your ability to self-assess - which is expected in professional settings and essential for building a competent social work practice - you will evaluate your own work in this class. The wading/snorkeling/diving framework (see section XI on pages 11 and 12, below) will guide your self-assessment. I will assess your assignments as well, and provide constructive feedback to you through Canvas or in person as needed. This table shows how each assignment for this course is weighted:

| Assignment | % of Grade |
|---|------------|
| A. Participation | 20 |
| B. Quizzes (2) | 20 |
| C. Agency Analysis | 20 |
| D. Video Role Play Project | 20 |
| E. Client Assessment with Case Analysis | 20 |
| F. Extra Credit (see Canvas for details) | 2 |

| | |
|---------------|------------|
| Total: | 102 |
|---------------|------------|

The graduate grading scale below is used to reflect your final letter grade for the course. Students' self-assessments will form the basis of the letter grade earned, with my – Professor Smith's - perspective factored in as well. If I observe that your work is consistently at a non-passing level, I will initiate a discussion with you about your work and provide feedback on how to get your learning back on track. Depending on the challenges you face, I may initiate a formal plan of improvement for you to use (See Standards for Social Work Education, Three Levels of Review section, for more details).

Students who were admitted to the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

| | | | | | | | |
|----------------|----|----------------|----|--------------------------------|----|----------------|----|
| [No A+] | | 87.0 to 89.999 | B+ | 77.0 to 79.999 | C+ | 67.0 to 69.999 | D+ |
| 94.0 and Above | A | 84.0 to 86.999 | B | 74.0 to 76.999 | C* | 64.0 to 66.999 | D |
| 90.0 to 93.999 | A- | 80.0 to 83.999 | B- | 70.0 to 73.999 | C- | 60.0 to 63.999 | D- |
| | | | | | | Below 60.0 | F |
| | | | | <i>*minimum to pass course</i> | | | |

VIII. CLASS POLICIES

Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

A. Professional Conduct in Class: I expect students to behave with respect and professionalism in class. This means students should arrive on time for class, be prepared to participate and show courtesy to others, even those they disagree with. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Another aspect of professionalism is protecting the confidentiality and privacy of clients when seeking consultation in class. Please avoid using clients' names and keep clients' personal details, especially those irrelevant to the discussion, to yourself.

B. Student Privacy & Confidentiality: Class discussions or role plays can on occasion bring up strong emotions or raise issues of a personal nature. For student privacy, it is recommended that students not discuss matters of a highly sensitive nature in class. If you need to talk in depth about a personal matter, come see me after class. Your privacy and confidentiality will be protected unless the matter must be reviewed by the School of Social Work or must be reported by law (please refer to the MSSW Handbook and Title IX requirements). I will connect you with resources in the community if your personal needs exceed what can be provided by me or by UT services.

C. Client Privacy & Confidentiality: If class work prompts you to reflect on past or current client contact, and sharing information about that contact is necessary for the learning process, it is your professional obligation to protect the client's privacy and confidentiality as much as possible by sharing judiciously and anonymously (this applies to information shared about staff at your field agency as well).

D. Classroom Civility: A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Personal Pronouns: Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student’s legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

E. Unanticipated Distress: Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students’ participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>. Professor Smith can also make a confidential referral directly to the CARE Counselor in our school which may expedite your getting an appointment. Please talk to me privately if you think you might need a mental health referral and would like my help.

F. Grading Policies

All assignments – including late assignments – must be submitted to Canvas for assessment and feedback. Except where noted on the course schedule (Section IX, below) assignments are due Fridays by 11:59 pm. If you think you cannot turn in an assignment by the due date, contact me prior to the due date and we will discuss an alternate due date for you based on your circumstances. You will receive a letter grade for the course based on the credit earned over the semester through your self-assessment on assignments. If you’re concerned about your letter grade or need help with your self-assessment process, I am happy to help. If an assignment isn’t clear, if you would like to discuss the purpose of an assignment or if you would like to suggest a way to make an assignment more tailored to your learning needs, let’s talk!

IX. UNIVERSITY POLICIES

Grading Scale

| | | | | | | | |
|----------------|----|----------------|----|--------------------------------|----|----------------|----|
| [No A+] | | 87.0 to 89.999 | B+ | 77.0 to 79.999 | C+ | 67.0 to 69.999 | D+ |
| 94.0 and Above | A | 84.0 to 86.999 | B | 74.0 to 76.999 | C* | 64.0 to 66.999 | D |
| 90.0 to 93.999 | A- | 80.0 to 83.999 | B- | 70.0 to 73.999 | C- | 60.0 to 63.999 | D- |
| | | | | | | Below 60.0 | F |
| | | | | <i>*minimum to pass course</i> | | | |

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

Religious Holy Days. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Policy on Academic Integrity. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

Use of Course Materials. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

University Electronic Mail Student Notification. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

Steve Hicks School of Social Work Policies

Professional Conduct and Civility in the Classroom. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

Classroom Confidentiality. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

Unanticipated Distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling and Mental Health Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

Policy on Social Media and Professional Communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived,

posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation Statement. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

Behavior Concerns and Covid-19 Advice Line (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority

registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

Campus Carry Policy. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

X. Course Schedule

All prep material, assignment guidelines, and other essential information for this course are in Canvas; please check Canvas regularly. Changes to this schedule made at Prof. Smith's discretion and as circumstances require. Changes will be announced with as much advance notice as possible. It is the student's responsibility to note changes when announced.

| WK | DATE | TOPIC | Prep material to be completed by class time: | All assignments due to Canvas Fridays by 11:59 pm except where noted! |
|-----------------------------|-------|--|--|---|
| Module 1 - Prepare | | | | |
| 1 | 8/29 | Overview of Practice I, Making Social Work History activity | See Canvas for prep material | None |
| Module 2 - Context | | | | |
| 2 | 9/5 | Values of the Profession, SW Roles, Legacy of Racism | See Canvas for prep material | Journal 1 due |
| 3 | 9/12 | Ethical decision-making, dual relationships, risk management | See Canvas for prep material | Journal 2 due |
| 4 | 9/19 | Micro & macro practice, principled negotiation, impact of environment | See Canvas for prep material | Journal 3 due |
| Module 3 - Engage | | | | |
| 5 | 9/26 | Empathic responding, use of self, "tuning in" | See Canvas for prep material | Journal 4 due |
| 6 | 10/3 | Effective communication, broaching the subjects of race, ethnicity & culture, microaggressions | See Canvas for prep material | SHORT Journal 5 due Agency Analysis due *Learning Contracts should be in Canvas* |
| Module 4 - Assess | | | | |
| 7 | 10/10 | Assessment process & product, strengths-based documentation | See Canvas for prep material | Journal 6 due Process Recording 1 due |
| 8 | 10/17 | Assessing multiple dimensions, special assessments | See Canvas for prep material | CREATIVE Journal 7 due Quiz 1 due *Your midterm evaluation should be underway* |
| 9 | 10/24 | Application Day! Role plays, etc. | See Canvas for prep material | Journal 8 due |
| 10 | 10/31 | Video project feedback groups: Group 1 8:30 – 10:30 Group 2 11:00 – 1:00 Group 3 1:30 – 3:30 | See Canvas for prep material | SHORT Journal 9 due Video due by group time |
| Module 5 – Intervene | | | | |
| 11 | 11/7 | Contracting, developing goals, evidence-based practice | See Canvas for prep material | Journal 10 due Video project write-up due |
| 12 | 11/14 | Planning and implementing change-oriented strategies | See Canvas for prep material | CREATIVE Journal 11 due |
| Module 6 Evaluate | | | | |
| 13 | 11/21 | Over/under-involvement with clients, working across cultures, termination | See Canvas for prep material | SHORT Journal 12 due Process Recording 2 due Quiz 2 due *Start your final evaluation* |
| 14 | 11/28 | FALL BREAK | FALL BREAK | FALL BREAK |
| 15 | 12/5 | Last Class! Summary of the semester, tying up loose ends, celebration | See Canvas for prep material | Client Assessment w/ Case Analysis due Monday 12/9 *All remaining field requirements are due by Friday 12/13 |

XI. Bibliography

Since the prep materials for this course are updated regularly to provide you with the most current perspectives and sources, the bibliography is also frequently updated. Use this QR code to access the most up-to-date bibliography for this course.







XI. Self-Assessment Guide for Smith Cohort

Students in this course are expected to self-assess for each assignment (see Participation and Course Grading sections, above). The self-assessment process happens in 3 steps:

| | |
|----------------|---|
| Step 1: | You complete the assignment and submit it to Canvas with anything you'd like to share about your effort, if you want. Note: If you think you can't make a due date, or need a little more time to do your best, contact me and, depending on your situation, we'll discuss an alternate due date. |
| Step 2: | I review your assignment and provide you written feedback through Canvas. If an assignment is very incomplete or problematic, I may ask you to meet with me so I can share my feedback, and ideas for improvement, directly. |
| Step 3: | You read my feedback and respond through Canvas with the number of points you think you earned and any additional thoughts. If you think my feedback missed the mark, say so and explain why; my feedback can only be based on what I see/read. I will assign the points you give yourself unless I think your self-assessment is way off, in which case I'll let you know and we can talk further. |

Use this table to orient yourself to the language and symbolism for self-assessment in this course, and to guide your self-assessments on assignments:

| | |
|---|---|
|  | <p>Scuba Diving: You go deeper and apply strong critical thinking to all of your assignments, consistently adding your unique perspective and supporting details. You seek out additional material and perspectives and incorporate them into assignments. Divers demonstrate an advanced level of understanding, curiosity and effort related to the material. Divers actively solicit feedback and are willing to take risks and be vulnerable to advance their learning goals.</p> <p>An assignment that reflects a diving effort is excellent and in the A range – Submitted on time, highly accurate, and thoughtful with well-supported conclusions and very clear writing. Divers clearly demonstrate going above and beyond - for example, in quality, depth or thoughtfulness.</p> <p>Participation that reflects a diving effort is excellent and in the A range – Very consistent (no absences, minimal tardies), very prepared, very communicative, very respectful and very engaged. Divers clearly demonstrate going above and beyond – for example, doing the extra credit whether they need it or not.</p> |
|  | <p>Snorkeling: You have a strong grasp of the basics and are starting to go deeper and explore what's beneath the surface. You might question something you read or respectfully challenge a classmate or the professor. You demonstrate beginning critical thinking and look for evidence to support information. Snorkelers ask questions, respectfully challenge assumptions, quickly integrate helpful feedback and try out new skills.</p> <p>An assignment that reflects a snorkeling effort is very good and in the A-/B+ range – Submitted on time (or if late, a new due date is pre-arranged and met), accurate, and thoughtful with well-supported conclusions and overall clear writing (minor errors).</p> <p>Participation that reflects a snorkeling effort is very good and in the A-/B+ range – Mostly consistent (one absence and/or a tardy or early departure or two), mostly prepared, and mostly communicative, respectful and engaged.</p> |

| | |
|---|---|
|  | <p>Wading: You are paying attention and starting to demonstrate surface-level knowledge in assignments. Waders take information at face value and may feel tentative about taking learning risks but are open. Waders accept helpful feedback and, over time, use it to go deeper. There is nothing wrong with wading; sometimes it's the best you can do, especially when you're overwhelmed. But ideally, it's not the place to stay for every assignment.</p> <p>An assignment that reflects a wading effort is average/good and in the B/B- range – May not be submitted on time or 100% complete, may have some accuracy issues, may not be terribly thoughtful or personalized, conclusions may not be well-supported. Unclear writing – multiple typos, poor organization, difficult to read/understand, over-short or over-long – typically reflects a wading effort.</p> <p>Participation that reflects a wading effort is average/good and in the B/B- range – A little inconsistent (two absences and/or a few tardies or early departures), inconsistent prep, and/or inconsistent communication. Waders may not speak up in class discussions but are attentive and respectful.</p> |
|  | <p>Beached: You're not in the water yet and may be taking it too easy. Or, you may be under-prepared for graduate level expectations or struggling to balance competing demands. Students at this level may also struggle with self-awareness and consistently ignore helpful feedback. If I notice a pattern of beached effort, I will initiate a conversation with you to see what's going on. Hopefully our conversation – and any extra support I, the SHS or UT can provide - will get you to the water's edge!</p> <p>An assignment that reflects a beached effort is poor and in the C range – Submitted very late or not at all (with or without communication), inaccurate, incomplete, dismissive of the material, and/or very superficial. Very unclear writing – many typos, disorganized, difficult to read/understand, over-short or over-long – typically reflects a beached effort.</p> <p>Participation that reflects a beached effort is poor and in the C range – Very inconsistent (more than two absences and/or many tardies or early departures with or without communication), consistent lack of preparation, and/or consistently disrespectful (including dominating class discussions) or disengaged behavior in the classroom.</p> |

The table and wade/snorkel/dive concepts for learning are adapted from ideas developed by [Dr. Tona Hagen](#), Professor of US History at Worcester State University.

Table images sourced from <https://www.flaticon.com>